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ABSTRACT

A framework of the historical development of African Americans is provided in these social studies units designed for secondary students. The purpose of the guide is to assist teachers in presenting an unbiased view of American history which includes the rich cultural heritage of Africa, thereby giving students an understanding of the significance of black history, of minority groups as a vital, contributing component of a pluralistic society, and of the principles of a democratic society. It is hoped that students not only will gain insight into historical and sociological background but also will understand minority group problems and frustrations. An interdisciplinary approach is emphasized and critical thinking skills stressed in the units, along with the learning activities provided. Eight units intended to be integrated into a United States history course may be taught as a semester course, or each unit may be taught independently. The scope of the units is broad, extending from the early West African States during the Pre-Christian era up to present day history in the final unit. Each unit includes an outline of generalizations to be developed, instructional objectives, subject matter, learning activities, and resource materials. A recommended list of audio-visual materials is included. (SJM)

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Culturally Yours from AFRICA to THE AMERICAS



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A RESOURCE UNIT FOR THE STUDY OF BLACK HISTORY

DIOCESAN EDUCATION OFFICE
Cleveland, Ohio
1972

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*Sister Mary Loyola Mathia, S.C.
Social Science Consultant
Diocese of Cleveland*

PHILOSOPHY

Man reaches out to other men as he grows in awareness of the other man's way of life. His thoughts, his aspirations, his beliefs, his political ideas, his social and cultural heritage become meaningful as he interprets the present in the light of the past.

In an era when cultural anthropologists and behavioral scientists are questioning the law, history and basic institutions of society, it is of the utmost importance that the historical development of a people and a nation be presented through unbiased teaching and fidelity to truth.

CULTURALLY YOURS FROM AFRICA TO THE AMERICAS is a Resource Unit designed to assist teachers of the social sciences in presenting one aspect of history which for many years was not fully recognized by the writers of textbooks. The role of the Black man and his contribution to the growth of America was ignored or inadequately told. American history became the narration of the white man's achievement. The rich cultural heritage of the Black man was de-emphasized if not totally erased from the pages of most American history textbooks. Hence, the purpose of these units is to assist teachers to tell the full story of American history as it is, without bias, without prejudice and with an appreciation of the truth - that truth in which man is made free.

INSTRUCTIONAL GOALS

The student should be able to:

1. discover through historical research the significance of Black history
2. identify minority groups and recognize them as vital components of a pluralistic society
3. value the contribution of minority groups to the American way of life
4. associate with these minority groups in meaningful situations so that justice and charity will prevail
5. cooperate in projects which promote better understanding of minority groups
6. seek new ways to promote the principles of a democratic society, i.e., the dignity of every human person, his right to participation in decision-making, his right to the blessings of liberty, peace, and prosperity.

R A T I O N A L E

CULTURALLY YOURS FROM AFRICA TO THE AMERICAS is designed for use in senior high school. The eight units may be taught as a semester course in black history. Each unit may be taught separately to supplement a particular phase of American history, a Senior Social Science Course, or a non-western culture course.

However, it is most desirable that the units be integrated with the American history course now being taught in senior high school.

An interdisciplinary approach has been followed in planning these units - geography, history, sociology, anthropology, political science and economics are interwoven. It is the prerogative of the teacher to emphasize when necessary one discipline rather than another. Critical thinking skills are stressed in each of the units.

At the end of each unit there is a list of basic reference material. This does not mean that other materials cannot be used. The wealth of written material from various sources should be utilized wherever these additional materials are available.

A recommended list of audio-visual materials will be found after the last unit.

M E T H O D O L O G Y

In developing these units the teacher may utilize either large or small group instruction. Some of the topics lend themselves to research and panel discussions. Others require the use of audio-visual materials. However, whatever method is used, the teacher should help the student to develop those critical thinking skills which will best prepare him for living in a world where principles and values are under criticism and change.

There is no output without input. Whether reading, listening to a recording or viewing a film or filmstrip, the student should "let the minority group speak for itself," the student should "think for himself" and the teacher should help the student "feel, experience and understand vicariously" what it is like to be a member of a minority group.

The Instructional objectives are coded to the Learning Activities.

LEARNING CYCLES

1. Affluent Africa - Alive and Advancing
2. Men, Migrations, and Money
3. Deeds, Determination, Democracy
4. Destiny, Duty, and Deterioration
5. Discrimination, Destruction, and Disillusionment
6. Conformity, Confrontation, and the Courts
7. Harlem Renaissance, Hunger and Hope
8. Resistance, Revolution and Reform

UNIT I

AFFLUENT AFRICA - ALIVE AND ADVANCING

GENERALIZATIONS TO BE DEVELOPED

1. The heritage of a people is often rooted in a complex culture.
2. Men of different races frequently exhibit distorted views of each other's culture.
3. The arts will develop and flourish in a country which experiences economic and political stability.
4. Commerce and trade contribute to cultural change within a society.
5. Oral tradition, archaeological findings, music, works of art are sources of unwritten history.
6. Geographic conditions influence the way a people and a nation develop.

INSTRUCTIONAL OBJECTIVES

The student should be able to:

1. demonstrate that social systems are designed to meet specific needs of men.
2. relate behavior in one culture with behavior in another.
3. utilize artistic works to obtain sociological information about people.
4. compare and contrast conditions which foster or hinder the growth of a kingdom or nation.
5. relate personal experience to the experience of people in other cultures and societies.
6. evaluate the contributions of primitive people and the effect of technology on these people and their way of life.
7. recognize that prejudice rests on misconceptions.
8. empathize with people facing an "identity crisis."

SUBJECT MATTER

I. Early West African States

A. Ghana

1. a confederacy during the pre-Christian era
2. peoples-agricultural
3. chief town - Kumbi-Kumbi
4. religion - Mohammedan
5. trade - exchange of rubber, ivory, gold for textiles, brass, pearls, wheat, fruit, sugar
6. reign of Tenkamenin - 11th century
7. decline of Ghana in 1240

B. Melle (Mellestine, Mandingoland)

1. organized in 1235 a.d. after four centuries of existence
2. King Baramendana Keita converted to Islam
3. Gonga-Mussa (1307-1332) consolidates kingdom
4. occupations - agriculture, weaving, construction, mining
5. pilgrimage to Mecca results in building of Moslem temples at Timbukto, Jenne, and Kangaba
6. power declines as Songhay gains power

C. Songhay

1. develops from the 8th to the 15th century
2. Sonni Ali (1464-1492) conquers entire Niger Region by building a river navy
3. Empire extended under Askia Mohammed (1493-1529)
 - a. journeys to Mecca - 1497
 - b. reforms government
 - c. develops a uniform system of weights and measures
 - d. establishes schools
 - e. scholars from Asia and Europe visit the centers of learning at Gao, Walata, Timbuktu, and Jenne
 - f. emergence of Sudanese Literature in the 16th and 17th century
4. civil wars and massacres bring about the decline of Songhay

D. Lesser States

1. Mussi - efficient, political government
2. Hausa People - rule seven original states
 - a. Katsena - a center of law and theology
 - b. mixed races occupied Bornu and Kanem
 - c. copper mines - brought prosperity

E. South of the Sahara

1. little information available
2. tribes migratory
3. eastern areas under the influence of Arabs

II. Cultural Patterns in Africa

- A. Variety of climates, topography, and tribal groups make generalizations difficult
- B. Emphasis on West Africa, the source of the majority of displaced Africans who were sent in bondage to America
- C. Social patterns
 - 1. family the basis of the social structure
 - 2. relationship traced through the mother
 - 3. wife not considered a part of the husband's family
 - 4. clan - composed of all the families which could trace their origin to a common ancestor - matriarchal or patriarchal
 - 5. social stratification
 - a. Nobility
 - b. workmen or serfs
 - c. slaves, prisoners of war - had no political or social rights
 - 6. kind of work determined the dignity attached, i.e. tilling the soil was the most dignified of occupations
 - 7. some degree of fluidity in African society
- D. Political life
 - 1. family states and village states give evidence of political organization
 - 2. the king had no power until "invested"
 - 3. small localities had their own kings
- E. Economic patterns
 - 1. agricultural
 - a. land important - belonged not to the individual but to the "collective community"
 - b. administrator was the "master of the ground"
 - c. domestic animals used
 - d. some grazing of cattle and sheep
 - 2. artisanry
 - a. basketry, textile weaving, pottery and woodwork
 - b. metallurgy
 - c. carpet weaving
 - d. manufacture of wooden war and tools
 - 3. use of iron, bronze and gold
 - a. made implements such as axes, knives, etc.
 - b. ornamental objects made from gold and silver
 - 4. commerce
 - a. some specialization in fishing and metallurgy
 - b. travel of kings stimulated international trade

F. Religious Pattern

1. early religion was ancestor worship
2. funeral was the climax of life
3. influence of Mohammedanism
4. Portugese and Spanish brought Christianity to Africa

G. Fine Arts

1. artistic achievements
 - a. wood, stone, and ivory sculptures
 - b. works of bronze and brass
 - c. icons made for temples
 - d. glazed pottery, woven mats, and tapestries
 - e. influence of Moslem architecture
2. music
 - a. development of violin, guitar, and flute
 - b. antiphonal songs
 - c. highly developed rhythms
 - d. dances were ritualistic or religious
3. language
 - a. wide variety of languages and dialects within each group
 - b. literature - oral rather than written
 - c. epic poems, moral stories, love songs and comic stories were sung or recited
 - d. use of Arabic made possible the writing of some oral literature

III. Acculturation Process

1. African heritage is visible in aspects of American life today
2. interaction of Africans of differing cultures as they mingle in the New World
3. interaction of African and Western culture which affected both groups

LEARNING ACTIVITIESOBJECTIVES

1. Write the word slavery on the chalkboard. Direct the students to write the first word which comes to mind when they hear this word. Collect the papers and record the results on the chalkboard. What do these words indicate? What attitudes do they indicate? Is the information stereo-typed? (1,7,8)
2. In the 7th century when the Arabs swept across North Africa and then south to West Africa, they found a civilization already thousands of years old. Defend or refute this statement. Formulate an hypothesis based on readings or filmstrips about the role of the Mohammedans in the cultural development of Africa. (4)
3. Contrast the Mecca pilgrimage of Gonga-Mussa in 1324 with that made by Malcolm X. What was the purpose of each leader? What were some of the results? (2,7)
4. African cultural heritage can be seen in many aspects of American life today. Discuss the validity of this statement as it applies to food, dress, music, art, and the dance. (2,3)
5. West Africa kingdoms rose and fell. Can there ever be moral justification for invading and expropriating the land and property of other peoples? (4,8)
6. What values would you ascribe to living the traditional village life? Are these values being destroyed as western education and technology find their way into the African village life? (3,6)
7. Show the film ARTS AND CRAFTS OF WEST AFRICA. Discuss with the students the ways the Africans utilize materials on hand to create beautiful designs and patterns. What effect is westernization having on these crafts? (3,6)
8. Show film NEGRO KINGDOMS IN AFRICA (Atlantis, Inc.) Ask the students if this film has changed their ideas about Africa. Through questioning elicit from them the generalization that lack of information in textbooks has created distorted ideas about other races. Discuss with the students ways to increase appreciation for the contributions from Africa to our culture. (2,3)
9. Show the filmstrip AFRICAN ART AND CULTURE, Part I. Discuss the statement: The darkest part about Africa is our ignorance of it. How does the filmstrip present the early civilization of Africa? What does the filmstrip indicate was the role of the king? (3,4,6,7)
10. Show the filmstrip AFRICAN ART AND CULTURE, Part II. Why did the sculptor try to make a statue as beautiful as he could? Did he reverence his work? Do you try your best when you are making something? Why? Discuss the word: fetish. Are fetishes peculiar to Africans? Do you have any fetishes? (2,3,5)
11. Discuss the African use of masks for various occasions. What does the word mask really mean? Show AFRICAN ART AND CULTURE, Part III. Students will probably want to design their own masks after viewing the filmstrip. Do some people "mask" their real thoughts? How? Why? (1,2,5)

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UNIT II

MEN MONEY AND MIGRATION

GENERALIZATIONS TO BE DEVELOPED

1. From earliest times men have enslaved other men.
2. Growth in economic power and prestige often facilitates exploitation of a weaker nation by a stronger nation.
3. Historians through their selection of data may represent an objective or subjective view of historical events which they are interpreting.
4. As an economic necessity one form of slave labor may be replaced by a cheaper form of slave labor.
5. The exodus of educated and civilized people from one nation often contributes to the decline of that nation.

INSTRUCTIONAL OBJECTIVES

The student should be able to:

1. recognize the evil inherent in slavery and place human values above material values
2. apply historical evidence to contemporary problems
3. infer people's attitudes from their behavior
4. compare one culture with another and analyze the influence of one culture on another
5. demonstrate that tolerance for a people who are different is an aspect of greatness
6. analyze the values underlying an economic system
7. examine and weigh carefully evidence from different points of view.

SUBJECT MATTER

I. West African Slave Trade

- A. No racial basis for slavery-captured peoples white or Black were enslaved
 - 1. international slave trade established
 - 2. Africans captured by Mohammedans were used as servants rather than for the production of goods from which wealth could be obtained
 - 3. slaves converted to Islam were regarded as brothers
- B. Renaissance gave new freedom, i.e., freedom to destroy freedom
- C. Competition among nations resulting from the Commercial Revolution contributed to the exploitation of man in order that the nation might become wealthy and powerful
- D. In 1460, Portugal was importing 700 to 800 slaves
- E. Negro slavery was not utilized in Europe in the 15th and 16th century due to the large dispossessed and unemployed white population

II. Slavery in the New World

- A. Profitable in the undeveloped areas
- B. Africans came as indentured servants, explorers, and slaves
 - 1. Pedro Alonso Nino - sailed with Columbus
 - 2. Nuflo de Olano - traveled with Balboa
 - 3. Alvarado - had 200 Negroes with him
 - 4. Estavanico - searched for the seven cities of Cibola
- C. Cheap labor supply needed
 - 1. Indian slavery not profitable - one negro worth 4 Indians
 - 2. white servants were not satisfactory
 - 3. supply of negroes was inexhaustible
 - 4. runaway negroes easily identified by the color of their skin
- D. Role of the Dutch, French and English trading companies
 - 1. trading posts or factories
 - 2. role of the caboceer
- E. The Middle Passage
 - 1. tight pack v. loose pack ship
 - 2. disease and epidemics
 - 3. inhumane treatment
 - 4. fatality rate high
- F. Extent of the slave trade
 - 1. profits realized
 - 2. effect of this expatriation on Africal cultural life

III. Seasoning on the Plantation

- A. Brutal treatment in the West Indies
- B. Problems arising from absentee landlordism
- C. Black codes of the Caribbean
 - 1. Act to regulate negroes on the British plantations - 1667
 - 2. Maroons
 - 3. Macandal - Black Messiah
- D. Demand for slaves on the mainland
- E. Re-exportation -- lucrative business

IV. Slavery on the Mainland

- A. South American colonies
 - 1. in early years the slave trade was looked upon as unchristian and illegal
 - 2. negroes employed in farming and mining
 - 3. not as harsh as in North America - humanizing influence of the Church
 - 4. merging of the blood of the Spaniard with that of the negro and Indian
 - 5. Baptism frequently followed by manumission
 - 6. Palmares - one example of resistance
- B. North American Colonies
 - 1. first negroes came as indentured servants
 - 2. statutory regulation of slavery in Virginia in 1661 and in Maryland in 1663
 - 3. South Carolina - Cato Conspiracy
 - 4. Georgia - "no slave's land" until 1850
 - 5. justification for slavery
 - a. salvation of souls
 - b. negro was a barbarian who needed contact with western civilization
 - 6. middle colonies - manumission was not uncommon
 - 7. slavery as an economic institution fails in the middle colonies
 - 8. New York - the Negro Plot
 - 9. instruction of negroes in the New England area
 - 10. Negro takes pride in the recognition of the marriage contract
 - 11. triangular trade route beneficial to New England merchants

LEARNING ACTIVITIES

OBJECTIVES

1. St. Paul has written, "Slaves be subject to your masters." Discuss the validity of this advice in reference to the African slave trade. Should a man ever be a slave to another man? Explain. (1,6)
2. When needs arise advantages must be weighed in order to achieve a final objective. How did the early settlers resolve the problem of cheap labor? How was the comparative economic advantage concept actualized by law? (6)
3. Can you think of ways in which man today becomes the slave of other men? Do you recognize any difference between this kind of 20th century slavery and that which existed in 18th and 19th century America? (2)
4. Identify and explain: TRIANGULAR TRADE ROUTE, MIDDLE PASSAGE, SEASONING and BLACK CODES OF THE CARIBBEAN. What effect did such practices have on the individuals who designed them? on the individuals who were the victims of injustice and cruelty? (1,6)
5. Numerous historians have pointed out that there was in general a greater respect for the negro as a human being in Latin America than in English America. Verify this statement by reference to at least three historians. If available, quote from original sources. (3,5,7)
6. Do a research paper on this topic: Early in the nineteenth century the Church attempted to provide education for the negro in America. In your paper indicate reasons for the success or failure of these efforts. (5, 7)
7. Negroes have helped to share the culture of both Latin and English America. Select a Latin or English American song, poem, dance, food, or social custom which bears the imprint of negro culture. Explain the relationship you have observed to your classmates. (4, 7)
8. What Latin American foods were originally African? Use the Life Time Book: COOKING OF LATIN AMERICA as a research tool. (4, 7)

RESOURCE MATERIALS

American Education Publications, PIONEER AND PLANTERS, Xerox of Columbus, 1971.

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Logan, Ibid., Chapters 2 and 3.

Wade, Ibid., pp. 18-34.

UNIT III

DEEDS DETERMINATION DEMOCRACY

GENERALIZATIONS TO BE DEVELOPED

1. The struggle for political independence is often concomitant with the struggle for human freedom.
2. "All men are created equal" is a statement not applicable to all living in America.
3. Political societies are created to reflect the social implications of a new or revolutionary philosophy.
4. Man may not consider himself his brother's keeper, but he is his brother.
5. The responsibility for unjust social and economic conditions rests with the country which permits such conditions to flourish.

INSTRUCTIONAL OBJECTIVES

The student should be able to:

1. perceive the cause and effect relationship between socialization and social change
2. develop a sense of responsibility for his fellow man
3. relate a person's experience to experiences of people in other cultures and societies
4. illustrate that new conditions require new solutions
5. appreciate the role of law and authority in society
6. consciously appreciate the contributions of other peoples and express toleration for the beliefs and traditions of other groups
7. empathize with victims of cultural change
8. examine and appraise evidence from different points of view
9. believe in the importance of adherence to principles

SUBJECT MATTER

1. The Negro in the Revolution
 - A. Otis affirms the inalienable rights of the Negro
 - B. Boston Massacre - Crispus Attucks
 - C. Denunciation of slavery - removed from the original draft of the Declaration of Independence
 - D. Revolutionary war heroes - Peter Salem, Salem Poor
 - E. Washington permits free negroes to enlist (1776)
 1. five thousand serve in army and navy
 2. colonists ease up on negroes as British recruit them as the "king's soldiers"
 3. manumission of soldier-slaves
11. Abolition of slavery in northern states
 - A. Anti-slavery views expressed by Benjamin Franklin, Benjamin Rush, Noah Webster
 - B. N. Y. Society for Manumission of Slaves organized with John Jay serving as president - 1785
 - C. Three-fifths compromise illustrates strength of pro-slavery members of the Constitutional Convention
111. Early Nineteenth Century Social Conditions
 - In 1970 - 4 million people in U.S.
 1. three-fourths of a million negroes
 2. of these 80% live in southern states - $\frac{1}{2}$ million slaves, $\frac{1}{4}$ million free
 - B. Factors which contributed to permanancy of slavery
 1. industrial revolution in England
 2. invention of the cotton gin
 3. extension of slavery into new territories
 - C. Uprising in Haiti - 1791 - followed by organized attempts for freedom
 - D. Cultural contributions reflecting the spirit of independence
 1. Jupiter Hammond - writer
 2. Phillis Wheatley-poet
 3. Gustavus Vassa - writer
 4. Benjamin Banneker - mathematician, astronomer, planned city of Washington, D.C., "Black Poor Richard's Almanac"
 - E. Education for the Black man
 1. in New England and Middle Atlantic states-elementary education in both private and public institutions
 2. Manumission Society of N.Y. establishes N.Y. Africa Free School
 3. little interest in the south
 4. Bishop England of Charlestown attempts to start a free school for negroes.
 - F. Attitude of independence evident in areas of religion
 1. some churches accept negroes in their congregations
 2. establishment of separate churches
 3. churches serve as training ground for negro leaders
 - a. founding of the African Methodist Episcopal Church - 1974
 - b. founding of the Abyssinian Baptist Church

LEARNING ACTIVITIESOBJECTIVES

1. In early American colonial life the vast majority of Black men lived as "machines with voices." Discuss this epithet as it applied to conditions in the 18th century. Are there still in the 20th century minority groups who could be classified as "machines with voices." Discuss. (2,3,7)
2. How did slavery become an issue during the American Revolution? Was England showing a humanitarian attitude in recruiting negroes as "the King of England's soldiers?" Discuss. (1, 5)
3. There was no slavery in England yet there appeared to be approval of slavery in the colonies. Explain how this happened. (7)
4. For what political reasons was there no forthright stand against slavery in the Declaration of Independence? In the Constitution? Was there a dichotomy between what men said a democracy should be and what they were willing to sacrifice to make those ideals a reality for all men? (4, 8)
5. Debate: Be it resolved that political expediency was of greater importance to the delegates than the concept of freedom when the Declaration of Independence was finally approved. (4,7,8)
6. If nearly 3/4 of the white families in the south owned no slaves, why did this section defend the rights of slave owners and approve restrictions not only on slaves but on free negroes as well? (1, 7)
7. Throughout the early 19th century a series of compromises failed to solve the slave question. Why did these compromises fail? What usually happens when men compromise on matters of principle? (4, 9)
8. Read, or if possible, attend the play 1776. What did the writer imply with the words, "Hail Charlestown, Hail Boston, Which stinketh the most?" (8, 9)
9. List one contribution of each of the following to the development of America: SALEM POOR CRISPUS ATTUCKS BENJAMIN BANNEKER PAUL COFFE. (6)
10. Read to the class and give your reactions to one or two of the poems written by Phyllis Wheatley. (6)
11. Cultural contributions of the Black man have generally been left out of American history textbooks. Begin a page in your notebook on which you will list the contributions of the black man as you read about them: DATE NAME SPECIFIC CONTRI- CONTRIBUTION. (6)
12. Compare the attitude of the north with that of the south in the 19th century toward the education of negroes, toward attendance at white churches. Was there a difference? Why? Did the churches comprise their position on the "brotherhood of all men?" (2,7,9)

RESOURCE MATERIAL

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Logan and Cohen, Ibid., pp. 66-71.

Wade, Ibid., pp. 35-45.

UNIT IV

DESTINY DUTY DETERIORATION

GENERALIZATIONS TO BE DEVELOPED

1. The transference of the slaves to the cotton lands of the west contributed to the power struggle between the north and the south.
2. Increased anger toward white slave owners was reflected in the revolts, the songs and the attempted escapes from bondage.
3. Black cowboys made a significant contribution to the development of the west.
4. Slavery in the west soon became a national problem.
5. Black persons distinguished themselves in business and the arts.

INSTRUCTIONAL OBJECTIVES

The student should be able to:

1. examine and compare evidence from different points of view using both primary and secondary sources.
2. analyze poetry, literature and songs for sociological information
3. relate personal experiences to the experience of people in other cultures and societies.
4. develop sympathy for victims of injustice and be willing to work toward the goal of justice for all men.
5. recognize the evil inherent in slavery and place human values above material values
6. apply historical evidence to contemporary situations and be aware that the struggle for freedom is still an on-going one.
7. infer people's attitudes from their behavior.

SUBJECT MATTER

I. Manifest destiny

- A. War of 1812 - expansionists realized the value of land to be cultivated
- B. Cotton kingdom extended to Alabama and Mississippi
- C. Annexation of new property is prompted by the extension of slavery and democracy
- D. Profitability of domestic slave trade
 - 1. slave breeding as an economic advantage
 - 2. slave trading and slave hiring - essential to the social customs of the south
- E. Illegal African slave trade continues after 1807

II. Peculiar Institution

- A. Growth of the negro population
 - 1. 1790 - less than 700,000; by 1830 more than 2 million
 - 2. three-fourths of the whites in the south own NO slaves
 - 3. 88% of the slave owners had fewer than 20 slaves
 - 4. by 1850, 400,000 negroes live in the city; work as artisans, carpenters, etc.
 - 5. the role of the house slave and that of the field hand differs
- B. Quasi-free negroes
 - 1. undermined the foundation of slavery in the south
 - 2. children born of free negroes were free if the mother was free
 - 3. in 1830 there were 319,000 free negroes in the United States and by 1860, there were 488,000 free negroes
 - 4. status of free negroes deteriorated after the Revolutionary War
 - 5. legal restrictions on his freedom of movement - required to carry a pass
 - 6. some free negroes became affluent and owned slaves
 - 7. organization of benevolent societies
 - 8. formation of a Council of colored persons in Rochester in 1853
- C. Social Life
 - 1. recreation limited - some opportunities for merry-making -- Christmas, the summer lay by, weddings

2. little opposition to religious instruction until the Abolition movement
 - a. negroes invited to attend white churches so master could better prevent the spread of abolitionist ideas
 - b. segregation - negroes sat in special section of church
 - c. Methodist camp meetings and Baptist meetings were attended by both Blacks and whites -- fostered the spirit of brotherhood
 - d. plantation owners used the church to maintain the institution of slavery
3. legal restrictions concerning the education of negroes
 - a. some masters taught their slaves to read and write
 - b. Frederick Douglas was taught by his mistress
 - c. a few negro schools existed in the Carolinas, Kentucky, and Virginia
 - d. some negroes permitted to attend school with white children
4. little effort to establish the slave family on a stable basis
 - a. objections to slaves marrying slaves from another plantation
 - b. Permanancy of slave marriages interrupted by the sale of spouse or children to a variety of planters
 - c. extensive misogenation

D. Black codes

1. negroes treated as property and not persons
2. laws designed to protect the ownership of property
3. restrictions on the movements of negroes to "protect the white population"
4. patrols to apprehend negroes

III. The Slave Response to His Identity as a Person

- A. Duplicity in slave-master relationship
 1. evident in songs
 2. mutual mistrust
- B. Plantation fostered indecency in human relations; stimulated terrorism and brutality
 1. evident in ads for runaway slaves
 2. reactions to torture evident in wanton destruction of farm tools and equipment
 3. extreme reaction seen in self-mutilation and even suicide
 4. retaliation toward master - food poisoning; murder
- C. Revolts and conspiracies numerous
 1. Gabriel Prosser and Jack Bowler - 1800
 2. George Bixley - 1815
 3. Denmark Vessey insurrection
 4. 1831 - Nat Turner rebellion
 5. some whites encouraged revolt

LEARNING ACTIVITIES

OBJECTIVES

1. What is meant by the term "Manifest Destiny." How did the concept reinforce the institution of slavery? (4)
2. Why did Kenneth Stampp call slavery the "peculiar institution?" Why was it peculiar? Are there any institutions of a similar nature found in contemporary American society? (5)
3. You are a southern abolitionist. Interview a house slave, then a field hand. Formulate some conclusion about the roles of each. On the basis of historical evidence could you form a conclusion that there was a class system within slavery itself? (6)
4. What was the role of the quasi -free negro? Was he really free? (4, 5)
5. Conduct a round table discussion on this statement: Religion was used as a tool to maintain slavery and also as an instrument for its destruction. (1, 6)
6. Listen to a recording of the song DRINKING GOURD. What meaning did the words have for the Black man? What meaning did it have for the white man? Listen to other negro spirituals and see if you can find the hidden meanings in the words. (2)
7. Research the term: BLACK CODES. List five codes which give evidence of limitation on the Black man's freedom and his rights as a person. Are there any unwritten codes of a similar nature found in American society today? Explain. (3, 4)
8. Man by nature is "born free." If the lyrics of the song are true, why has it been so difficult for some men to be able to be free? (4)
9. List the names of five abolitionists and tell how each tried to bring an end to slavery. If available, use primary sources to document your statements. (1)
10. Role play the following: You are a field hand and you have come up to the mansion to talk to a house slave about a slave uprising. (3, 6)
11. Find three ads for runaway slaves. What do these ads tell you about the treatment of the Black man? What do they tell you about the attitudes of the person or persons who placed the ads? (1, 2, 7)

RESOURCE MATERIALS

American Education Publications, REBELLION AND PROTEST.

Bureau of Curriculum Development, Ibid., pp. 47-52.

Cuban, Ibid., pp. 36-46.

Eisenstadt, Ibid., pp. 77-103.

Fishel and Quarles, Ibid., Documents 43-93.

Franklin, Ibid., Chapters 12, 13, 14.

Katz, EYEWITNESS, Chapters 5, 6, 7, and 8.

Katz, TEACHERS' GUIDE TO AMERICAN NEGRO HISTORY, pp. 71-79.

Logan and Cohen, Ibid., pp. 72-95.

Wade, Ibid., pp. 46-71.

UNIT V

DESTRUCTION DISCRIMINATION DISILLUSIONMENT

GENERALIZATIONS TO BE DEVELOPED

1. Strong and divergent political views can generate revolution.
2. Leading elected officials expressed divergent opinions on the racial issue.
3. The Black man made significant contributions to both the Union and the Confederate armies during the Civil War.
4. White supremacy became the dominant accepted life style after the change of political parties in power.
5. Disenchantment followed the freeing of the Black man.

INSTRUCTIONAL OBJECTIVES

The student should be able to:

1. relate behavior in one culture with behavior in another
2. compare and evaluate historical evidence from various primary and secondary sources
3. organize data and arrive at a conclusion
4. apply historical evidence to contemporary problems
5. infer the values of a society from its social structure
6. be sensitive to the needs of all men to enjoy the benefits of freedom in a democratic society
7. perceive that a great society is more than just powerful
8. analyze the values underlying an economic system
9. empathize with the victims of culture conflict.

SUBJECT MATTER

- I. The Anti-slavery movement
 - A. As viewed by the Northern militant abolitionists
 - 1. David Walker - the APPEAL
 - 2. William Lloyd Garrison - the LIBERATOR
 - 3. Theodore Weld - THE BIBLE AGAINST SLAVERY
 - B. Opposition to colonization
 - C. The Liberty Party
 - D. Role of the Black Abolitionists
 - E. 1804 - Henrietta Buckmaster - the Underground Railroad
- II. The South Reacts
 - A. Pro-slavery pamphlets
 - B. George Sawyer - Southern Institutions
 - C. Ethnological justification for slavery
 - D. Role of the Church
- III. Stress and Strain in the Fifties
 - A. Should new territories be opened to slavery?
 - B. 1842 - Prigg vs. Pennsylvania
 - C. Compromise of 1850
 - D. Influence of Uncle Tom's Cabin
 - E. Harper's Ferry
 - F. Election of Lincoln
- IV. The Civil War
 - A. Role of the Black men who offered their services to the Union
 - B. Confused and changing federal policy in regard to negro fugitives
 - C. Treasury contests the right of the War Department to administer Negroes affairs
 - D. Lincoln permits the enlistment of some negroes in 1862
 - E. New England Freedman's Aid Society - 1862
 - F. Hostility on the part of the white workers of the north who feared the emancipation of the slaves - New York Draft Riots, 1863
- V. The Emancipation Proclamation
 - A. As a military necessity
 - B. As a diplomatic document
 - C. As a humanitarian document
- VI. Southern Anxieties
 - A. Patrol laws strengthened
 - B. Wholesale exodus of slaves halted by process of "running the negroes"
 - C. Disloyalty, uprisings and insurrections
 - D. Role of unlisted negroes in the Confederate Army

VII. Role of the Negro Soldiers

A. In the North

1. US Colored Troops
2. discrimination in pay
3. commissions in the Union Army

B. In the South

1. treatment of the captured negroes
2. Confederacy outraged by the northern use of negro troops
3. Fort Pillow affair

VIII. Reconstruction - the Disenchantment of the Black Man

- A. Political chaos follows the war
- B. Conflicting policies - Reconstruction as a national not a racial problem
- C. Southern enactment of Black Codes
- D. Rehabilitation - Freedman's Bureau
 1. educational program initiated
 2. role of the negro churches
 3. passage of the 14th and 15th amendments
- E. Negro participation in congress and in state legislatures

IX. Maintaining the peace

- A. Struggle between the Democrats and the Republicans to dominate National politics
- B. Rise of the secret societies - the Camelia, the KKK
- C. Devices to disfranchise the negro
- E. White Supremacy established

LEARNING ACTIVITIESOBJECTIVES

1. Read Jefferson's NOTES ON THE STATE OF VIRGINIA. Do you find the ideas expressed there consistent with his philosophy as stated in the Declaration of Independence. (2, 3)
2. Role play: You are a southern slave owner. You are justifying to northern visitors your ownership of slaves. (5, 7)
3. Sensational and irresponsible journalism during the Civil War helped to incite hostility toward the Black man in northern communities. Assess the validity of this statement. (2)
4. What were the basic causes of the New York Draft riots in 1863? (3)
5. Lincoln twice mentioned "military necessity" as justification for the Emancipation Proclamation. Was this document of freedom a "military necessity?" a diplomatic document? a humanitarian document? (3)
6. Read about the Fort Pillow affair in Franklin's book. Compare the treatment of the negroes there with the Mailai massacre. Is such action ever justifiable? (1, 4)
7. How was the war in one sense "a victory for the south?" (3)
8. The greatest failure of the Reconstruction was economic. Do you agree or disagree with this statement? (3, 8)
9. Show the filmstrip THE CIVIL WAR AND RECONSTRUCTION (McGraw Hill). What social conditions today have their roots in the Reconstruction period? (1, 4)
10. Research the court case: United States vs. Cruikshank (1876). If the Supreme Court today were ruling on the same case, do you think it would rule in the same way as the court did in 1876? Why? Why not? (3, 4)
11. Why can one speak of the period after 1876 as the "nadir" of negro history? (6, 8, 9)

RESOURCE MATERIALS

American Education Publications, FORWARD FOR FREEDOM - THE LOST
PROMISE - REIGN OF JIM CROW.

Bureau of Curriculum Development, Ibid., pp. 53-73.

Cuban, Ibid., pp. 47-66.

Eisenstadt, Ibid., pp. 104-141.

Fishel and Quarles, Ibid., Documents 94-132.

Franklin, Ibid., Chapters 15, 16, 17, and 18.

Katz, TEACHERS' GUIDE TO AMERICAN NEGRO HISTORY, pp. 80-125.

Logan and Cohen, Ibid., pp. 96-125.

Wade, Ibid., pp. 72-113.

UNIT VI

CONFORMITY CONFRONTATION AND THE COURTS

GENERALIZATIONS TO BE DEVELOPED

1. Definitions by the Supreme Court effect the direction of Black-white relations particularly the "separate but equal" ruling.
2. Northerners strengthen and support the southern system of segregation.
3. Philanthropic organizations can assist in relieving the inequalities in educational opportunities by supporting educational institutions designed for those less advantaged.
4. In the struggle for civil rights leaders rise up and direct the movement.
5. Full realization of democracy is denied when discrimination is practiced by political leaders and pressure groups.

INSTRUCTIONAL OBJECTIVES

The student should be able to:

1. formulate a generalization about the role of the Church and philanthropic societies in the welfare and education of the free negro.
2. analyze the controversy between Booker T. Washington and W.E.B. DuBois and formulate reasons for their opposing views
3. identify discriminatory practices - show how in effect then militate against the doctrine of equal rights for all men
4. appraise the work of negro leaders of the post Civil War period and show how their attempted to use legal means to attain civil rights guaranteed by the Constitution
5. trace the struggle of the Black man for self-identity in business, literature and the fine arts
6. evaluate the contributions of the Black man to America's struggle overseas
7. be sensitive to the desires of all men to succeed.

SUBJECT MATTER

- I. Post war philanthropy
 - A. Role of the Church in education
 - B. Role of educational foundations
 - C. Principle of self help
 - D. Controversy over type of education to be given
- II. Age of Booker T. Washington
 - A. Influence of Gen. Samuel Armstrong
 - B. Tuskegee - 1881
 - C. Atlantic Exposition - 1895
 - D. Doctrine of industrial education
 - E. Opposition from W.E.B. DuBois - "Souls of Black Folk"
- III. Struggle for economic gains
 - A. Discrimination in wages, labor unions and labor contracts
 - B. Whites reluctant to sell land to Blacks
 - C. Exodus to the city
 - D. Contributions of Negro inventors
 - E. Organization of Negro banks and businesses
- IV. Social and cultural development
 - A. Function of the Church as a welfare agency rather than an agency of salvation
 - B. Establishment of hospitals, homes for the aged and orphanages for negroes
 - C. Struggle to become socially self-sufficient seen in growth of fraternal organizations
 - D. Afro-American League founded in 1890
 - E. Conference on Negro Problems - 1896 - 1914
 - F. Negro literary contributions in the fields of history and biography
- V. The drive for full civil rights
 - A. The era of Jim Crow
 - B. Plessy v. Ferguson - 1896
 - C. The Niagara Movement and founding of the NAACP
 - D. Washington establishes the National Urban League
 - E. Lynchings, riots, and hostility complicate the task of social reform
- VI. Overseas involvement of Negro Americans
 - A. Role of Negro volunteers in Spanish American War
 - B. Expansion of Negro American Empire with the purchase of Danish West Indies
 - C. Negro enlistment and service in World War I
 - D. Pan African Congress called by W.E.B. DuBois
- VII. Negroes determine to secure a target share of democracy
 - A. The Red Summer - 1919
 - B. Attempts to secure civil rights through the courts
 - 1. Nixon v. Herndon
 - 2. Nixon v. Condon
 - 3. Grovey v. Allwright
 - 4. Smith v. Allwright
 - C. Voices of protest - The Crisis - Claude McKay
 - D. Commission on Interracial Cooperation - 1919
 - E. Marcus Garvey and the "Back to Africa" Movement
 - F. Friends of Negro Freedom - 1920
 - G. Flight of southern negroes from farms to cities

LEARNING ACTIVITIES

OBJECTIVES

1. "The end of the nineteenth century found the negro in a stronger position in that he had educational institutions in which to develop and social agencies by which he could improve his status." Assess the validity of this statement. (1)
2. Gather date and formulate an hypothesis about the validity of the "self-help" concept enunciated by Booker T. Washington. In the light of historical events was he "right or wrong" in his belief in "self-help." (2)
3. Compare Negro literary writings of the 1890's with those of contemporary Black writers. How are they alike? In what ways do they differ? (5) (7)
4. What did Booker T. Washington mean when he wrote, "When your head is in the lion's mouth, use your hand to pet him?" (7)
5. Research Plessy v. Ferguson (1896). Is that ruling of the Supreme Court considered valid today? Why or why not? (4)
6. How did the Black man move ahead in industry? Business? literature, the fine arts? during the post Civil War period? (5)
7. Identify or explain each of the following: "the Atlantic Compromise," grandfather clause, "talented tenth", Red summer, and Universal Negro Improvement Association (UNIA). (3)
8. Why did Marcus Garvey's "Back to Africa" movement fail? Compare this endeavor with present day Black nationalist movements. (7)
9. Trace the Black man's quest for equal rights from 1876 to 1933. (6)
10. Booker T. Washington said, "When a white boy undertakes a task, it is taken for granted that he will succeed. On the other hand, people are usually surprised if the Negro boy does not fail. In a word, the Negro youth starts with this presumption against him." How pertinent for contemporary Black youth is Washington's statement? (5)

RESOURCE MATERIALS

Black Experience in America: REIGN OF JIM CROW and NORTHWARD BOUND

Cronin, Edmund, BLACK MOSES, University of Wisconsin, 1962.

Cuban, Ibid., pp. 67.- 85.

Bureau of Curriculum Development, New York, pp. 74 - 102.

DuBois, W.E.B., SOULS OF BLACK FOLK.

Eisenstadt, Ibid., pp. 104 - 141.

Franklin, Ibid., Chapters 21, 22, 23, and 24.

Fishel and Quarles, Ibid., Documents 133 - 168.

Katz, EYEWITNESS, . Chapters 14 and 15.

Katz, TEACHERS GUIDE TO AMERICAN NEGRO HISTORY, pp. 126 - 143.

Logan and Cohan, Ibid., Chapters 6 and 7.

Wade, Ibid., pp. 116 - 147.

UNIT VII

THE HARLEM RENAISSANCE - HUNGER AND HOPE

GENERALIZATIONS TO BE DEVELOPED

1. Creative writers often draw inspiration from an awareness of and sympathetic attitude toward victims of injustice.
2. "Crusades for a better world often find expression in the artistic and musical contributions of socially concerned artists and musicians."
3. Race relations remain unchanged when progress toward equality is halted because of the static condition of a society.
4. Social reform directed toward the common man improves the quality of life for all.
5. Depression and war may inhibit certain cultural and social activities but they cannot stifle creative expression.
6. When a race or a people is compelled to live apart from the community, it develops institutions of its own to preserve its identity and individuality.

INSTRUCTIONAL OBJECTIVES

The student should be able to:

1. describe how a system of slavery based on the assumption of an inherent difference between peoples fosters the creation of distinctly separate communities.
2. assess the literary and artistic contributions of the Harlem Renaissance.
3. compare the artistic and literary works of the Harlem Renaissance with those produced by contemporary Black writers and artists in the 60's and 70's.
4. weigh alternatives to violence as a means of securing civil rights.
5. be sensitive to the needs of all men to be recognized for their intrinsic worth as individuals.

SUBJECT MATTER

- I. The New Negro Movement
 - A. Characteristics
 - B. The New York Wits - Poets and Writers
 - 1. Claude McKay - poet
 - 2. Jean Toomer
 - 3. Countee Cullen - poetry about race problems
 - 4. Langston Hughes
 - 5. Arna Bontemps
 - C. Legitimate theater and entertainment
 - D. Artists and musicians - jazz and sophisticated swing
 - E. The second period of the Renaissance
 - 1. writers - Richard Wright, Baldwin, Ellison, etc.
 - 2. dramatic artists and motion picture artists
 - 3. musicians and singers break the color line
- II. Political Activism Brings New Hope
 - A. Negro uses vote to censure Hoover
 - B. Negro finds hope in the relief and recovery programs of Roosevelt
 - C. The Black Cabinet and the Black Brain Trust inspire confidence
 - D. Resentment against racial discrimination results in riots
- III. Social and Cultural Strivings
 - A. Continued interest in education
 - B. Great depression works hardship on southern negro schools
 - C. Increase in enrollment in institutions of higher learning
 - D. Court reverses the 1896 decision in Brown v. Board of Education - 1954
 - E. Nation of Islam - denounces American racism
 - F. The Black church becomes the citadel for self-expression, recognition and leadership
 - G. Negro newspapers increase in number
 - H. Americanization v. the role of the Negro in American life
- IV. An Era of Hope Dawns
 - A. Committee on Fair Employment Practices established
 - B. Role of the Negro in World War II
 - C. Non-discriminatory provisions of the federal training programs
 - D. Agency of hope - UNESCO and the COMMISSION ON HUMAN RIGHTS
 - E. Status of Negro improves at close of World War II
 - 1. unions increase Negro membership
 - 2. church at mid-century concerns itself about the problems of race tensions in communities
 - 3. Negroes elected to office at state and local levels
 - F. Reaction
 - 1. intensification of resistance to Negroes as desegregation continues
 - 2. southern Congressional leaders denounce school desegregation
 - 3. mounting race tensions - violence
 - 4. economic sanctions by the white community
 - 5. Negroes turn to political action
 - 6. Congress compelled to enact Civil Rights legislation

LEARNING ACTIVITIESOBJECTIVE

1. Identify or explain each of the following terms:
New York Wits Black Cabinet
color line de facto segregation
Black Brain Trust Second Great Migration
(2,5)
2. Enumerate the efforts of the executive, legislative and judicial branches of the federal government to handle the problems of civil rights (1920-1932). Were these efforts successful? Why? Why not? (1)
3. Has the negro church tried to meet the needs of its members? In what ways? (4,5)
4. Evaluate the works of three poets of the Harlem Renaissance. (2)
5. Investigate the meaning of the term "Black comedy." (2)
6. Have the class read and discuss the play NO PLACE TO BE SOMEBODY. (3)
7. Design a chart to show what percentage of Blacks hold certain types of political leadership rôles or jobs in their communities. Is progress in these areas hampered by discriminatory practices? (5)
8. Conduct a panel discussion on the topic: Racial problems are universal. (5)
9. View the sound filmstrip: CHARLES GORDONE. Discuss his definition of man. What does his A PRAYER FOR THE SIXTIES mean to you? Direct students to write their own PRAYER FOR THE SEVENTIES. (3)
10. Racism and racist attitudes exist. How can you as a student work to lessen or eliminate such attitudes? (5)
11. Specify and explain court cases which struck at segregation in housing, education, and public facilities. (4)
12. What major contributions were made by negroes serving in the armed forces during World War II? (4)
13. Expansion of civil rights after World War II changed the status of Negroes. Assess the validity of this statement. (4)
14. Is the Black experience a thing apart from the national experience? What links can you find between the two? (1)
15. Exhibit several prints of Jacob Lawrence's pictures. Have the students interpret the content and tell how these pictures illustrate Lawrence's attitude toward life. (3)
16. Negroes could look back upon the Roosevelt years as a period during which they moved significantly closer to the American dream of freedom and equality. Do you agree? Disagree? Why? (1, 5)

RESOURCE MATERIALS

Black Experience in America: GLORY ROAD and STRUGGLE FOR A NATION'S CONSCIENCE. Bureau of Curriculum Development, Ibid., pp. 103-129.

Cuban, Ibid., pp. 108 - 129.

Eisenstadt Ibid., pp. 227-288.

Fishel and Quarles, Ibid., Documents 179-192.

Franklin, Ibid., Chapters 26 - 30.

Gordone, Charles. "A Quiet Talk with Myself." ESQUIRE, January 1970.

Hughes, Helen, RACIAL AND ETHNIC RELATIONS. Allyn & Bacon, New Jersey, 1970. Chapters 7, 8, 9, and 11.

Katz: EYEWITNESS, Chapters 16.- 19.

Katz: TEACHER'S GUIDE, pp. 144 - 158.

Kvaraceus, William, NEGRO SELF-CONCEPT, McGraw Hill, 1964.

Logan and Cohan, Ibid., Chapter VIII.

Wade, Ibid., pp. 148-190.

UNIT VIII

RESISTENCE REVOLUTION AND REFORM

GENERALIZATIONS TO BE DEVELOPED

1. The Civil Rights Movement kindled the social conscience of America and initiated the War on Poverty.
2. One's view of his environment influences his behavior.
3. The Civil Rights Movement is evolving from a protest movement to a full-fledged social movement.
4. Man is not alone in his struggle to better himself.
5. In art, literature and song, man finds an avenue for self-expression especially when his right to self-expression through legitimate channels is curtailed or denied him.
6. Once a movement is started such as the Civil Rights Movement men who were not part of the original planning find a common bond for expressing their own needs and desires.

INSTRUCTIONAL OBJECTIVES

The student should be able to:

1. recognize the imperfection of the social order and be convinced of the need to work actively for the betterment of society.
2. perceive that rejection and discrimination can lead to reactions of violence.
3. explain that the American goal of a world community of people can only be achieved when discrimination, race hatred, and segregation are replaced by equality for all citizens at home.
4. show awareness that to match hatred with hatred does nothing but intensify the existence of evil in the universe.
5. compare the civil rights views of Rustin, Fuller and Carmichael.
6. identify and compare characteristics of the Black man's struggle for status with those of other ethnic groups who have "made it" in America.
7. recognize that non-whites around the world are being influenced by the Black man's struggle for civil rights under a democratic form of government.

SUBJECT MATTER

- I. Peaceful protest and passive resistance
 - A. Sit-in movement - South's new time bomb
 - B. Freedom Riders
 - C. Organizations for peaceful demonstrations - SNCC, SCLC and NSM
 - D. NAACP - "Free by '63"
 - E. Boycotts and other non-violence measures - Martin Luther King, Jr.

- II. The Quickening Pace of We Shall Overcome
 - A. Federal Government intervenes for James Meredith
 - B. March on Washington for jobs and freedom
 1. desegregation of public facilities
 2. fair employment practices
 3. end to de facto segregation in housing and education
 - C. Slaying of Medgar Evers
 - D. Bombing of a Negro Church in Birmingham
 - E. Long hot summer of 1964

- III. Response - the Civil Rights Movement
 - A. The Civil Rights Act of 1964
 - B. White backlash
 - C. Voter registration drive
 - D. The Selma-Montgomery March
 - E. Explosion in Watts - Black power v. White power
 - F. Job opportunities in government - AID and USIA
 - G. Black Nationalism and Malcolm X
 - H. Influence of writers such as James Baldwin, Bayard Rustin, Eldridge Cleaver
 - I. The Kerner Commission Report - 1968.

LEARNING ACTIVITIESOBJECTIVES

1. What did James Baldwin mean when he wrote, "We, the Black and White deeply need each other here if we are really to become a nation... The price of liberation of the White people is the liberation of the Black."
(3)
2. Martin Luther King, Jr., said "A riot is the language of the unheard." Discuss this statement. Do you agree? Disagree? Why?
(2)
3. Soul singer James Brown defines soul as "all the hard knocks the Black man has had ... and all the unfulfilled dreams that must come true." Listen to several of his recordings and show how his definition of soul is expressed in his songs.
(1)
4. America is heading for two societies - one White and the other Black - both separate and unequal. What data did the Kerner Commission use to substantiate these findings in their report?
(4)
5. Members of a minority group may adapt themselves to a system of racial inequality or they may rebel against the system. State and explain the advantages and disadvantages of each approach both for the minority group and for the nation as a whole.
(2)
6. Someone has said, "You cannot legislate love and morality. If different races are to get along together, it must come naturally from the heart. It cannot be forced by law or policemen." State your opinion about this quotation and indicate how you might back up your opinion with action.
(5, 7)
7. Read the AUTOBIOGRAPHY OF MALCOLM X. What influenced him to change his way of life?
(1, 7)
8. How have many Black Americans been discouraged from going into business for themselves? How might the growth of a large Black middle class benefit poor Blacks who have not yet "made it?"
(5, 6)
9. Do you agree with the Kerner Report that the White society is primarily responsible for the Black ghetto?
(4)
10. Should Black Americans continue to seek integration, or should they try to develop a separate society apart from White America?
(1)
11. Read and report to the class on one of the following books:
 - Essien-Udom - BLACK NATIONALISM
 - Whitney Young -BEYOND RACISM
 - E. Cleaver - SOUL ON ICE
(1,2,3,4)
 - Grace Halsell - SOUL SISTER
(5, 6, 7)
 - James Baldwin - THE FIRE NEXT TIME
 - C. E. Silberman - CRISIS IN BLACK AND WHITE
 - Ann Moody - COMING OF AGE IN MISSISSIPPI
 - Gerald Leinwand - NEGRO IN THE CITY
 - James Baldwin - BLUES FOR MR. CHARLEY
 - Ralph Ellison - THE INVISIBLE MAN

RESOURCE MATERIALS

Black Experience in America: STRUGGLE FOR A NATION'S CONSCIENCE
RACE AND EDUCATION
PRIDE AND POWER

Bureau of Curriculum Development, Ibid., Chapter 10.

Cuban, Ibid., pp. 130 - 176.

Eisenstadt, Ibid., pp. 289 - 380.

Fishel and Quarles, Ibid., Documents 193-205.

Franklin, Ibid., Chapter 31.

Hughes, Ibid., Chapters 1, 4, 5, 6, and 10.

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